

# Blended Learning: General

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## Content Overview

1. Defining blended (or mixed or hybrid) learning.
2. Historical emergence of blended; in past distance and FTF were separate.



## Blending Learning Defined

“Blended learning refers to events that combine aspects of online and face-to-face instruction”  
(Rooney, 2003, p. 26; Ward & LaBranche, 2003, p. 22)



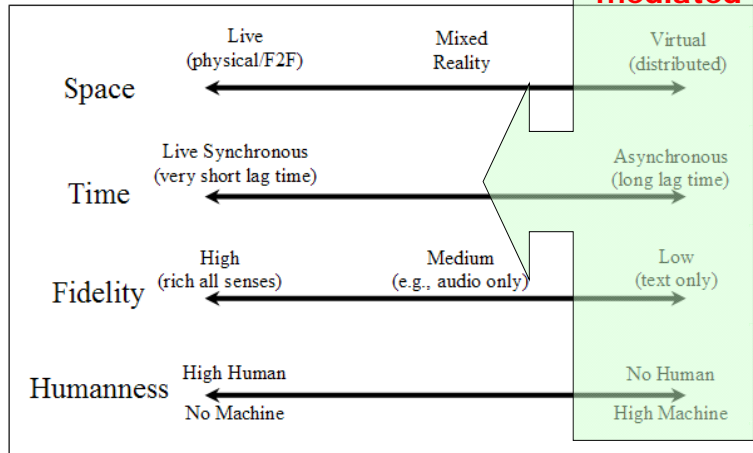
## The Sloan Consortium Blended Learning Guidelines

Proportion of content delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used - content is delivered in writing or orally.
1 to 29%	Web facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Might use Blackboard or WebCT to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that is a blend of the online and face-to-face course. Substantial proportion of the content is delivered online, typically uses online discussions, typically has some face-to-face meetings
80+%	Online	A course where the vast bulk of the content is delivered online. Typically has no face-to-face meetings.



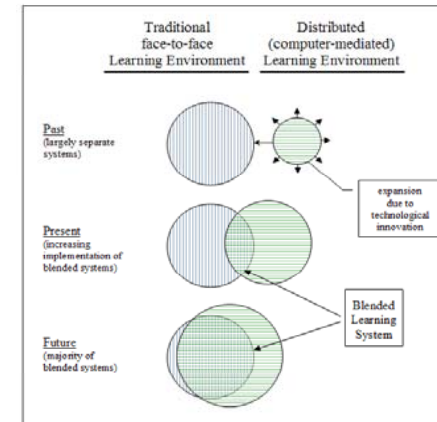
## Traditional F2F

## Computer-mediated



(Graham, 2006)

## Historical Emergence of Blended Learning



(Graham, 2006)

## Content Overview

3. Models of blended (e.g., anchor, bookend, field, etc.).
4. Perspectives on blended: activity, course, program, or institutional level focuses.
5. Types of blending: alternating classes, supplementing courses.



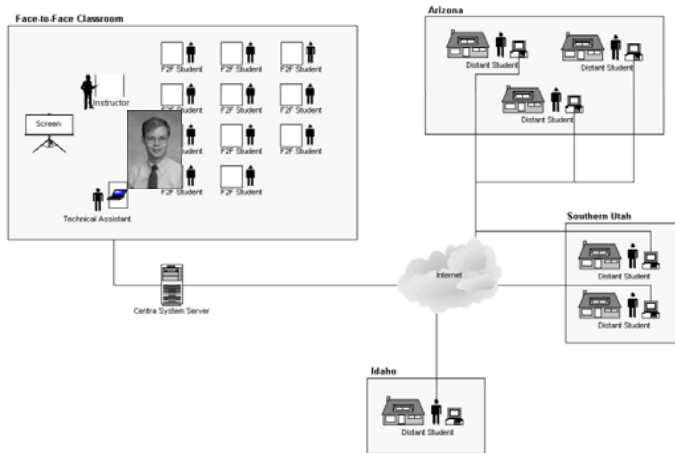
## The Bookend Model

AMA Special Report, Effectively Implementing a Blended Learning Approach (Steven Shaw & Nicholas Igreri, 2006)



Source: American Management Association, AMA at Work

## A Course-Level Blend: Using CMS to blend distance and F2F learners (Rogers, Graham, et al., 2003)



## Institutional-level Blending

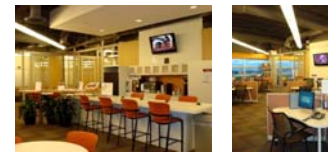
(Brian Linquist, University of Phoenix)



- Completely online courses
- Residential F2F courses
- Blended Courses

*Local Model* = 5 week courses with first and last week F2F

*Distance Model* = 5 week courses with half first and half last week F2F (the last meeting of one course is coordinated to be back-to-back with the first meeting of the next 5 week course)



## Content Overview

6. Enabling blends, enhancing blends, transformative blends.
7. Advantages of blended: course access, flexibility, convenience, reflection, reduced student costs, new resources, increased learning, time to reflect, introverts speak up.



## Categories of Blends

A. Enabling Blends	Enabling blends primarily focus on addressing issues of access and convenience; provide similar learning experiences.
B. Enhancing Blends	Enhancing blends allow for incremental changes to the pedagogy; additional or supplementary online resources.
C. Transforming Blends	Transforming blends are blends that allow for a radical transformation of the pedagogy and learner construction of knowledge.

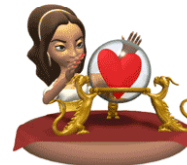
## Content Overview

8. Disadvantages of blended:  
procrastination, lack of understanding, faculty skepticism, too novel, trying to do too much, frustration, assuming it will simply work with planning.

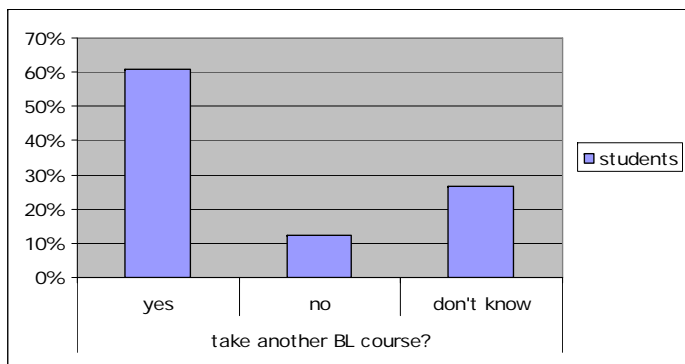


## Content Overview

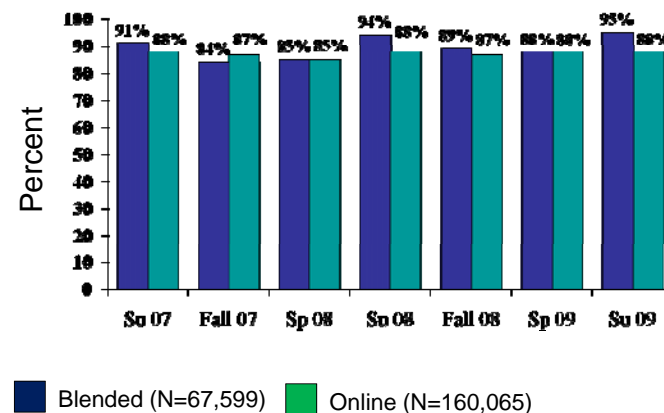
9. Pervasiveness of blended.  
10. What the research says:  
effectiveness, interaction, access, learning, etc.  
11. Future of blended.



## Student Satisfaction in Canada for Blended Learning (Owston, Garrison, & Cook 2006)



## Blended and Online Learning Success Rates (Univ. of Central Florida)

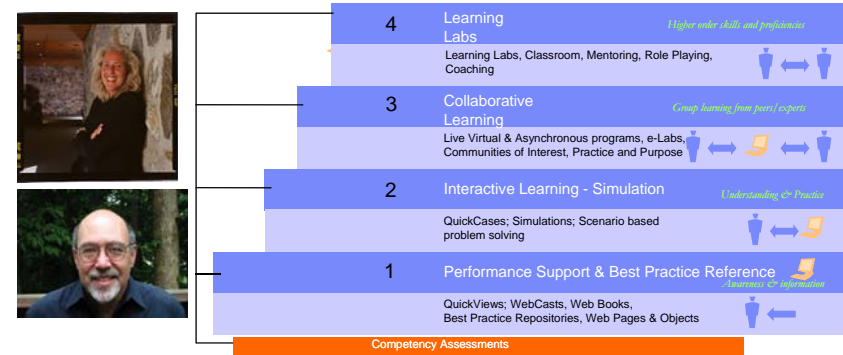


## Examples of Blended

1. IBM leadership training: offload 3 parts to Web.
2. Capella University: FTF only if need to



## IBM's Four Tier Learning Model (Lewis & Orton, 2006)



## Examples of Blended

3. National University: meet in field experience.
4. Open University of Malaysia: students choose what they need.
5. University of Glamorgan and University of Waikato: continuum model.



## Advice and Guidelines

1. Share models of blended with instructors and administrators.
2. Benchmark what is happening at other institutions and organizations (same and different sized).



## Advice and Guidelines

3. Survey students about their blended learning experiences and preferences.
4. Interview and talk to instructors about what is happening in their classrooms.



## Advice and Guidelines

5. Then perhaps reflect on the type, degree, and timing of blended and strategically plan for it.



## Advice and Guidelines

6. Once implemented, continue to evaluate how it is working (e.g., surveys, interviews, focus groups, retention rates, test scores, job placements, etc).



## Advice and Guidelines

7. Document what is happening with blended learning at the activity level vs. the course and program levels.
8. Share your blended learning innovations and experiences with faculty and other institutions.



## Advice and Guidelines

9. Post, write about, and share new blended learning models you have created and successfully implemented.
10. Keep communicating what is happening whether you are an instructor, instructional designer, administrator, etc.



## Do you have a model for blended learning?

For More Information, Contact:

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